**Spanish III Syllabus**

Eisenhower Middle/High School

**Instructor: Sarah Taylor (Señora Taylor)**

**Contact Information**

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**Course Description**

¡Bienvenidos a la clase de Español III! This Spanish course is designed to expand your Spanish language skills and look more deeply into the various cultures of those who speak the language. Your capacity in the four areas of language – reading, writing, listening, and speaking – will increase and become more fine-tuned. These skills will be practiced through the presentational, interpersonal, and interpretive modes of communication. At the end of the syllabus, you will find the long-term goals for this course.

**Course/Unit Outline**

Students will demonstrate their proficiency by using the target language in guided applications emphasizing verb tense variations (including imperative, preterit, imperfect, future, conditional, and present perfect) and other advanced grammatical structures. A variety of reference materials will be used throughout the course in addition to the text. Please visit my website frequently for current assignments, due dates, and unit themes.

**Homework/Class Participation Guidelines/Academic Honesty/Retakes**

**Homework:**

* Assignments will be given daily and will come in many different formats. ALL assignments must be completed by the next class meeting. In order for a student to earn re-take privileges, **ALL** homework must be completed. There are no exceptions!
* The main purpose of homework is to practice and give thought to a particular concept, not to rush through it. Homework will not be used to calculate a student’s overall achievement.
* If an assignment is missed, you will be expected to turn it in before the end of the day. If it is not received by the end of the school day, you will be assigned to 9th hour or ELO the following morning.
* I will accept late work; however, you will **forfeit** your opportunity for future retakes during that current grading period.
* Each semester you will receive **5** “homework tickets”. These tickets will allow you to turn homework in late on 5 different occasions. Each day an assignment is late, you will lose a ticket. Once your 5 tickets are gone, you will receive 9th hour and/or will be assigned to ELO. There **is** incentive to retaining your tickets!

**Participation:** Class participation includes willingness to volunteer **oral** and **written** responses, ***speaking only in Spanish*** unless permission is requested and granted, and being engaged in the task at hand. I realize that everyone participates at his or her own comfort level; however, I ask that each student step outside of that comfort level for the benefit of their learning.

**Academic Honesty:**

With the plethora of resources available today, it is difficult not to be tempted to use them. While I encourage looking up words online, I do NOT allow the use of translator sites. If I suspect that a translator site has been used, I will first speak with you individually and will then follow the procedure as laid out the Student Handbook, which can be found at <http://www.nbexcellence.org/parents/parent_academichonesty.cfm>. All other forms of academic dishonesty apply as it relates to plagiarism and/or cheating.

**Retakes:**

Retakes of an assessment are a privilege! I am happy to grant a retake within 3 days of the original date it was given. After 3 days, I will no longer grant retake privileges. Also, in order to earn a retake, you must be current with all assignments and have no missing, late, and/or incomplete assignments or summative assessments (projects). If you have an unexcused absence on the original date of an assessment, you will not be granted a retake for that particular assessment.

You will be required to fill out a “retake form” before permission for the retake is granted.

\*\*Please note that retakes **do NOT** apply to semester summative assessments.

**Textbook/Resource Materials**

*En Español* level 2 text by McDougallitell is used as a *reference* for some vocabulary and grammar concepts. A set is kept in the classroom for student use, but none are distributed. It is expected that each student have a binder in order to organize all of the resource materials issued. In essence, the binder material will serve as their textbook. Units will be thematic and utilize a variety of authentic resources.

**Required Materials**

* 3 ring binder for Spanish class only:
  + Binder divisions:
    - Current Unit
    - Speaking
    - Listening
    - Reading
    - Writing
    - Grammar
    - Vocabulary
* **One dry-erase marker**
* Headphones (occasional use)
* Microphone (occasional use – can be checked out from the Eisenhower library)

**Grading Scale/Rubric**

Each student’s grade will be based on **academic achievement**, which is measured by summative assessments such as tests, quizzes, projects, speeches/presentations, and short essays. *Homework* is a practice tool and will **not** count towards the student’s achievement grade. It is expected that all homework be completed. Homework completion will be tracked and posted on Infinite Campus. In order for a student to have the opportunity to redo or retake an assessment in my class, ALL homework **must** be completed or the student forfeits this opportunity. Achievement will be based on the following definition and scale:

* A = **Advanced**: Student has an **advanced** understanding of the material.

A+ 97-100%

A 93-96%

A- 90-92%

* B = **Proficient**: Student has a **proficient** understanding of the material.

B+ 87-89%

B 83-86%

B- 80-82%

* C = **Basic**: Student has a **basic** understanding of the material.

C+ 77-79%

C 73-76%

C- 70-72%

* I **= Incomplete**: Student is below the required minimum of understanding the material to advance successfully in the curriculum to Spanish V.

I- <69%

\* **The “I” includes the District letter grades of:**

**D+ 67-69%, D 63-66%, D- 60-62%, F <59%**

If a student is earning an “Incomplete” (on an assessment), they must come in to receive extra help before, during, or after school in order to learn the material and/or re-test (all retakes will be different versions) until they reach, at a minimum, a basic level of understanding. Until this is done or we reach the end of the grading term, the student will receive an “Incomplete”. ***The student may also be pulled from after school sponsored activities until the assessment is completed.***

If the material is not successfully mastered by quarter/semester’s end, the “Incomplete” will turn into the District definition of a “D” or an “F” and the student will have to retake the course to demonstrate basic knowledge for successful progression/recommendation into Spanish V.

**Learning Goals Rubric:**

Assessments will be broken down into one or more of the following categories and will be graded on a range from *Below Average* to *Advanced Proficient.* The categories will all be worth 30% with the exception of the *Benchmarks*, which is worth 10% of the semester grade.

Please note that grades will be cumulative, meaning that they will be semester based and not quarter based. Although there will be a quarter grade on the report card, that grade is a progress reflection only, as that average will continue through the second quarter. The same will apply for the 3rd and 4th quarters.

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| --- | --- | --- | --- | --- |
|  | **D- range**  **Below Average** | **C-range**  **Progressing** | **B- range**  **Proficient** | **A-range**  **Advanced Proficient** |
| **Presentational and Interpersonal Speaking**  Students will demonstrate an ability to communicate orally in Spanish. Students will engage in conversations, provide and obtain information, express feelings and emotions, exchange opinions and become confident speaking in Spanish without written aids. Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in Spanish. Accuracy and ability in speaking entails: pronunciation, circumlocution, presentational skills, and ability to speak spontaneously. | * Content barely comprehensible, requiring frequent interpretation; * Pronunciation may frequently interfere with communication. * Use of incomplete sentences, some repetitive; few cohesive devices. * Speech halting and uneven with long pauses or incomplete/ disorganized thoughts; little sustained speech. * Inadequate range and/or inadequate use of vocabulary. * Emerging use of basic structures. * Is very difficult to understand. | * Content mostly comprehensible, requiring interpretation; * Pronunciation may occasionally interfere with communication. * Emerging variety of complete sentences; some cohesive devices. * Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech. * Limited range of vocabulary; use sometimes inaccurate and/or inappropriate. * Emerging control of basic language structures. Stumbles over some words but instructor and classmates can understand meaning. * Makes a significant amount of pronunciation errors. | * Content comprehensible, requiring minimal interpretation; * Pronunciation does not interfere with communication. * Variety of complete sentences and of cohesive devices. * Speech sustained most of the time; some hesitation but manages to continue and complete thoughts. * Adequate range of vocabulary with a few idiomatic expressions; use generally accurate and appropriate. * Control of basic language structures. S peaks fluidly and has not memorized a script. * Has few errors in intonation or accent. * Expresses thoughts in an organized manner. | * Content readily comprehensible, requiring no interpretation, pronunciation enhances communication. * Student uses a variety of complete sentences and cohesive devices; emerging paragraph-length-discourse. * Speech is sustained throughout with few pauses or stumbling. * Wide range of vocabulary with some idiomatic expressions; use accurate and appropriate. * Control of basic language structures with occasional use of advanced language structures. * Demonstrates fluidity and spontaneity. * Uses appropriate intonation and accent. * Expresses thoughts coherently in an engaging and poised manner. |
| **Interpretive – Listening**  Students will demonstrate an ability to understand spoken Spanish in a variety of dialects. | Student comprehends simple memorized phrases. | Student understands simplified speech or directed speech. | * Student understands speech well; * requires some repetition or clarification. | Student understands nearly everything. |
| **Interpretive – Reading**  Students will demonstrate an ability to read, understand, and analyze texts written in Spanish. Students will develop the critical reading skills of deciphering, inferring, criticizing, and comparing. | * The student cannot report important information with accuracy. * Student cannot locate details with accuracy. * Student has difficulty locating facts and opinions in an article. * Student has great difficulty summarizing the article. | * Student can list all but one of the main points, using the article for reference. * Student is able to locate most of the details when looking at the article. * Student can accurately locate 2 facts and opinions in the article, but explanation is weak. * Student summarizes most of the article accurately, but has some slight misunderstanding. | * Student can list all the main points, but uses the article for reference. * Student recalls several details for each main point. * Student can accurately locate a few facts and opinions in the article and can give a reasonable explanation of why they are facts and opinions. * Student can accurately describe what the article is about. | * Student can list all the main points in the article without having the article in front of him/her. * Student recalls several details for each main point. * Student can accurately locate at least 5 facts and opinions in the article and can give a clear explanation of why they are facts and opinions. * Student can summarize article completely with no gaps in information. |
| **Presentational and Interpersonal**  **Writing**  Students will demonstrate ability to write accurately, convincingly, and in a logical, organized fashion in Spanish. | * Translation-based errors; * Little knowledge of target language vocabulary, or not enough to rate. * Many spelling errors. * Lacks fluency; no mastery of simple sentence construction; text dominated by errors; * Does not communicate meaning. | * Limited range; frequent word/idiom errors; * Inappropriate choice, usage; meaning not effectively communicated. * Frequent spelling errors. * Significant mistakes in the use of complex constructions; frequent errors in grammar; * Lack of accuracy interferes with meaning. | * Simple constructions used effectively; * Some problems in use of complex constructions; * Few grammatical and spelling errors. * Some errors of word/idiom choice; * Effective transmission of meaning. | * All verbs correctly conjugated in appropriate tenses; * Writing is free from grammatical errors. * Fluent expression, accurate use of relatively complex structures; * Mastery of word forms and expressions; appropriate level of usage. * Accurate spelling and diacritics. |
| **Benchmarks – Grammar**  Students will analyze, use, and generate patterns of grammatical structures and use them in the appropriate contexts. | Errors in grammar and usage are very noticeable, frequent, and affect meaning. | Problems with grammar and usage are not serious enough to distort the meaning, but may not be correct or accurately applied all the time. | Grammar and usage is good, but does not always add to the style of the writing. | Grammar and usage are always correct and enhance the writing clarity and style. |
| **Benchmarks Vocabulary**  Students will build a strong, in-depth vocabulary. | * Student’s vocabulary is limited to basic words, * often inaccurate. | * Student’s vocabulary is functional, * fails to communicate complete meaning | Student’s vocabulary is adequate. | Student’s vocabulary is precise and varied. |

**\*\*Please not that supplementary rubrics may be used on various assessments**

**Semester Grade Weight**

With the above information in mind, the semester grade will be determined as follows:

* **80% = first and second quarter**
* **20% = semester summative assessment**

**Absence/Tardy Policy**

* Daily attendance is essential because listening to and practicing Spanish are the two most important elements in developing oral proficiency. They are also the two most difficult elements to “make-up” after absences.
* Please inform me at least one day early if you will be missing class due to a field trip, appointment, etc. I will do my best to give you any materials you will need so you can stay current with the class.
* Please revisit the policy stated above regarding an unexcused absence and the consequences regarding retakes.
* Make-up work, including tests and quizzes, is to be promptly completed outside of class time (within 1-2 days). This must be done in a timely fashion in order not to fall behind in class.
* On the first tardy offence, you will receive a warning. The second offence will earn you a detention, and on the third offence, your parent/guardian will be contacted and an administrative detention will be issued.

**AVAILABILITY:**

* I am available every morning at 7:30 and every afternoon until at least 3:30. I am always available via email for questions or concerns. I will return any email within at least 24 hours (but usually it never takes that long)

**Resources/Websites**

* I have created a Wiki for my courses where I will post updated information about each course (due dates, unit themes, helpful resources, etc). Please visit it often for updates: <senorataylor.wikispaces.com>
* We will be doing a lot of work online this year using Schoology.com. Please create a user account (if you don’t already have one). I will be giving you the course access code to join the class.

**BYOD** (Bring your own device)

We have a policy of “bring your own device”. This is an exciting opportunity for both students and faculty. I welcome your devices in class and hope that you will enjoy using them for academic purposes as much as I do. **However,** these devices are ONLY to be used when prompted or when permission is given. If the device is used in a manner that is not conducive to learning, it will be taken. During assessments, any and all devices will be placed below your chair. Headphones are to be used only at my request.

**Long-term Goals for Spanish**

1. **Speaking:** Students will demonstrate an ability to communicate orally in Spanish. Students will engage in conversations, provide and obtain information, express feelings and emotions, exchange opinions and become confident speaking in Spanish without written aids. Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in Spanish. Accuracy and ability in speaking entails: pronunciation, circumlocution, presentational skills, and ability to speak spontaneously.
2. **Listening:** Students will demonstrate an ability to understand spoken Spanish in a variety of dialects.
3. **Reading:** Students will demonstrate an ability to read, understand, and analyze texts written in Spanish. Students will develop the critical reading skills of deciphering, inferring, criticizing, and comparing.
4. **Writing:** Students will demonstrate ability to write accurately, convincingly, and in a logical, organized fashion in Spanish.
5. **Grammar:** Students will analyze, use and generalize patterns of grammatical structures and use them in the appropriate contexts.
6. **Vocabulary:** Students will build a strong, in depth vocabulary.
7. **Culture:** Students will understand and become sensitive to the cultures of Spanish speaking countries. Students will explore the facets of multiculturalism and develop a reasoned, socially responsible attitude toward diversity and ethnicity.

**Highlighted Points:**

* *Language is for communication*. The more opportunities for modeling and practicing Spanish that the class offers, the more proficient the students become in communicating in the language.
* In class participation and effort are extremely important because they contribute to the learning process. Proficiency will be evaluated on a daily basis using the criteria of linguistic functions student can use appropriately, breadth and depth of vocabulary, degree of grammatical accuracy, and pronunciation and intonation. You are expected to **participate willingly in order to demonstrate your proficiency**. As you progress in your foreign language skills, you will be expected to use Spanish in appropriate ways in the classroom.
* I understand that everyone’s learning style and pace will vary; however, I expect you to work to your highest potential and to push your limits.
* **I urge you to come for extra help as soon as you may feel you need it.** I also encourage you to work with your peers; however, keep in mind that working together is MUCH different than having someone else do your work.
* **Online translators are NOT** acceptable and will be viewed as academic dishonesty.
* Your grade is based entirely on assessments. Each assessment is broken up into one or more categories (speaking, listening, reading, writing, grammar, vocabulary), and you’ll receive a separate grade for each category. This will help you track your progress in terms of SKILLS and focus your studying to where it’s most needed.
* Homework will not count towards your grade, **but** will give you the right to retake/redo assessments.
* If you choose to be tardy, there will be consequences.
* Please take advantage of the extra help sessions that will be offered before and after school or by appointment.
* Concerning tests/ quizzes or work that you miss due to absences, it is **YOUR** responsibility to make up the work.  If a test is announced ahead of time and you are absent the day before it, barring extenuating circumstances, plan to take it.
* If you are excused the day of an exam, you will have one day to make up the exam. Please come to me ahead of time if you will be missing school for personal/family reasons.
* To reiterate, speaking **only Spanish** in class ALWAYS enhances your learning process.  A foreign language is like a musical instrument that requires constant and consistent practice, “tuning”, and performance.  If you choose to speak in English, it will be highly counterproductive for you.
* In continuing high school and in preparation for the university, I challenge you to take responsibility for your learning process.  Your success in this class depends greatly on YOU. Working together as a team is my goal. I welcome your comments, feedback and suggestions.  You will find that I truly care about you as an individual with different needs and talents.
* Remember: having an open mind, heart and attitude towards other people and cultural realities is essential. I expect and hope you will all conduct yourselves in a manner that is conducive to learning and that is respectful to your peers and me.  **Rudeness, degradation of and hurting others have no place in my classroom.** Students are expected to use courteous behavior at all times. Those who conduct themselves in a manner that keeps others from learning will be subject to disciplinary consequences.
* The 45 minutes dedicated to Spanish are meant for Spanish **only**. If you’re working on other courses during Spanish, those materials will be taken and will be returned at the **end of the school day**.

I am looking forward to an exciting year in Spanish. Please don’t hesitate to contact me if you have any questions!

**PLEASE READ THIS SYLLABUS ONLINE WITH YOUR PARENTS AND SIGN AND RETURN IT TO Señora BY Friday, SEPTEMBER 6th. Keep the upper portion for future reference. ¡MUCHAS GRACIAS! The link to the syllabus can be found here at :**

**http://bit.ly/17yWAX6**

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**We have read the letter and syllabus carefully with our son/daughter and fully understand what Seño will expect from him/her.**

**Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student’s signature/date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Parent’s/Guardian’s signature/date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Additional Comments or questions:**